



UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

**Teacher's Name:** Tori Penney

**Grade Level:** 9-12

**Topic:** Rights

**Lesson #:** 6 **Facet:** Interpretation

**Numbers of Days:** 3

**PART I:**

**Objectives**

**Student will understand that** rights are very important and why, as well as how they are protected

**Student will know** John Adams, George Washington, Alex Hamilton, Federalists, Anti-federalists, Big government, Centralized Government, Federalist Government, Two-party system, Constitution, Bill of Rights.

**Student will be able to** make meaning of their rights as citizens through making a glogster that reports on their rights as well as their opinions on them and our evolving government.

**Product:** Glogster

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, Governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and World.

Grade Level Span: Grade 9-Diploma

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

Performance Indicators: a, b, c.

**Rationale:** This project encourages students to familiarize with their rights, a large concept of government, and to reflect on their own beliefs about the American political system.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will use talking chips to express what rights they feel are most important to them and why, as well as how well they feel they now know their rights.

**Section II – timely feedback for products (self, peer, teacher)**

Students will use a checklist to make sure that they have all that is required of them in their glogs. I will grade the glogs with a checklist to make sure they include multiple kinds of media and the necessary information.

**Summative (Assessment of Learning):** Students will create glogster posters that will incorporate different forms of media to express their rights as citizens. This project will be graded on content, creativity, and the required amount of media forms.

### **Integration**

**Technology:** This project has a lot of technology integrated within it. Students will be interacting with many different forms of online media and research to create their glog.

**Content Areas:** Art: These glogsters will incorporate a lot of different media and encourage creativity. English: Students will be writing brief paragraphs on their rights, and how they feel about them. At the end they will write a longer paragraph about their opinions on the U.S. Government.

### **Groupings**

#### **Section I – Graphic Organizer & Cooperative Learning used during instruction**

Students will use a fact & opinion graphic organizer to write down what they feel about their rights, and then they will arrange in a value line to identify which rights they feel are most important to them.

#### **Section II – Groups and Roles for Product**

Students will discuss their fact and opinion organizer with others within their table group.

### **Differentiated Instruction**

### **MI Strategies**

**Verbal:** The students will have to write small excerpts of information on their rights within their Glogsters. While these excerpts will be short, they still need to be info packed!

**Logic:** The students can get as creative as they wish with their Glogster, as long as it continues to convey the importance of their right. Students can use any sort of information, they can take surveys, find statistics, etc., anything that appeals to their modality.

**Visual:** The Glogster will be very stimulating for visually inclined students, they will use many pictures and graphics in their visual posters where they present their rights and how they feel about them.

**Musical:** Glogsters are very different from typical posters. When students make their poster talking about their rights, they can add music that is relevant to that (or those) rights. It is up to them how important or how big of a part their music is. I will also provide an audio file where I read the speeches for those who would prefer to hear it.

**Interpersonal:** Students will be given talking chips which they will be able to redeem for a chance to speak in front of the group, with the activity ending once all of the chips have been used. The students will talk about how important each right is to them in the discussion.

**Intrapersonal:** The students will be making a Glogster where they present their rights and how they feel about them. Because they are digging into how important each right is to them, they will be thinking deeply about themselves and what matters most to them as individuals.

**Kinesthetic:** The line activity during the first class will give kinesthetic students an outlet to express their thoughts physically.

### **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

#### **Plan for accommodating absent students:**

Students who are absent will be given class notes from Google docs to go over; will have a conference with the teacher to make sure that they fully understand the notes and to elaborate on the notes. I will talk to the student to set a new deadline for the glog, and make sure that they understand what is required of them. Also, the content notes are very clear and easy to access, I will provide the links for the written speeches as well as the audio speeches on the class site.

## **Extensions**

**Type II technology:** This project requires a lot of interaction with technology. Most of the time spent on this lesson will be used to work on the glogsters. Making the glogster requires a lot of type II technology, and immerses the student through the use of media and creative thinking.

### **Gifted Students:**

#### **Materials, Resources and Technology**

*Fact & Opinion Graphic Organizers*

*Laptops*

*Projector*

*Pens*

*Pencils*

*Markers*

*Rubric*

*Headphones*

*Checklist*

*Speakers*

#### **Source for Lesson Plan and Research**

[http://www.huffingtonpost.com/willard-sterne-randall/founding-fathers-political-parties\\_b\\_1843593.html](http://www.huffingtonpost.com/willard-sterne-randall/founding-fathers-political-parties_b_1843593.html) – All information on the two party system

[http://avalon.law.yale.edu/18<sup>th</sup> century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp) Washingtons Farewell Speech

## **PART II:**

**Teaching and Learning Sequence** (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Agenda

### **Day 1**

10 minutes – Watch the video on Founding Fathers

30 minutes – Go over the content notes on what the Founding Fathers wanted in a government

Have students listen to the speeches with headphones.

10 minutes – Introduce glogster and talk about the project and what is expected of them.

30 minutes – Do Fact & Opinion organizers, talk about it in table groups.

Homework: Interview an adult about their opinions on where our government is going. Do 10 minutes of research on governmental policy and think about your political views.

### **Day 2**

10 minutes – Use talking chips to discuss what the adults and what people think about their opinions.

70 minutes – Work on glogs.

### **Day 3**

20 minutes – Lets students do final touch ups on their glogs.

30 minutes – Do a gallery walk.

10 minutes – Have students write final comments on their checklists before passing them in

20 minutes – Debrief. Talk about how students brought creavity into their glogs, and what they found fun/easy and difficult about it.

Students will understand that rights are very important and why, as well as how they are protected. These rights can save them from legal trouble in the future as well as protect them from other citizens. Students draw on concepts

from civics and government to understand political systems, power, authority, governance, civil ideals and practices, and the role of citizens in the community. I will start off the class by showing a scene of cops.

**Why, Where, What, Hook, Tailors: Verbal, Visual, Intrapersonal.**

The students will be provided a Fact and Opinion graphic organizer, and they will respond on the organizer to different questions/scenarios/facts that I present them. They will then discuss this with their group. As a whole class we will do a “walk the line” activity where students rate how important they feel each Amendment is. The class will then discuss their beliefs out loud with a talking chips activity, which gets all students to talk an equal amount. This will help me see where they are at mastery wise as well as how they feel.

**Equip, Explore, Rethink, Tailors: Verbal, Logic, Interpersonal, Intrapersonal, Kinesthetic.**

Students will be able to make meaning of their rights as citizens through making a glogster that reports on their rights. Students will make their glogster on their own, and will report lightly on their rights and how they feel about them, and will include multiple forms of media within their glogster. I am going to use talking chips to see how well they know their rights, and will check in with them throughout class periods to make sure they are on track. When all of the glogsters are done a gallery walk will occur.

**Explore, Experience, Rethink, Revise, Refine, Tailors: Intrapersonal, Musical, Interpersonal, Visual.**

Feedback will be done by the student as well as the teacher. The students will be provided a checklist which they will self-evaluate with comments on. The teacher will grade their glogsters on a rubric.

**Evaluate, Tailors: Intrapersonal.**

### **Content Notes**

Ask the class: Do you think that our founding fathers wanted two parties?

The answer is no, they did not want two parties. They were afraid that with two parties our country would erupt into civil war, and that we would fall right back into the kind of situation we were running away from—that like England’s civil war—which ended with the beheading of King Charles. And that is why there is nothing in our constitution about governmental parties—because the thought was ludicrous.

But Thomas Jefferson disagreed, he believed we need to include two parties in our constitution.

He believed that -- "Men are naturally divided into two parties, those who fear and distrust the people and wish to draw all power from them into the hands of the higher classes [and] those who identify themselves with the people, have confidence in them, cherish and consider them as the most honest and safe, although not the most wise, depository of the public interests."

Washington only stayed president a second term to keep the country together, because he believed two parties, what Jefferson was pushing for, would cause disunion.

(From [http://www.huffingtonpost.com/willard-sterne-randall/founding-fathers-political-parties\\_b\\_1843593.html](http://www.huffingtonpost.com/willard-sterne-randall/founding-fathers-political-parties_b_1843593.html))

Ask the class: What kind of government do you think the Founding Fathers wanted?

The founding fathers wanted a small government, because the big government of England had become too powerful, and they did not want that for their new nation. These were the Anti-Federalists. The Federalists believed that the government had to be big enough to help the people in their times of need.

George Washington’s Farewell Speech (Students will read this portion this at link):

[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp)

“The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty

Without looking forward to an extremity of this kind, (which nevertheless ought not to be entirely out of sight,) the common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it.

It serves always to distract the Public Councils, and enfeeble the Public Administration. It agitates the Community with ill-founded jealousies and false alarms; kindles the animosity of one part against another, foment occasionally riot and insurrection. It opens the door to foreign influence and corruption, which find a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion, that parties in free countries are useful checks upon the administration of the Government, and serve to keep alive the spirit of Liberty. This within certain limits is probably true; and in Governments of a Monarchical cast, Patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in Governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And, there being constant danger of excess, the effort ought to be, by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.”

Ask the class: How do you feel he felt leaving the presidential seat?

John Adams felt that:

There is nothing which I dread so much as a division of the republic into two great parties, each arranged under its leader, and concerting measures in opposition to each other. This, in my humble apprehension, is to be dreaded as the greatest political evil under our Constitution. Read more quotes here: [http://www.notable-quotes.com/p/political\\_parties\\_quotes.html](http://www.notable-quotes.com/p/political_parties_quotes.html)

Ask the class: How do you think these politicians would feel about today’s government?

### **Handouts**

Fact or Opinion Graphic Organizer

Rubric

Checklists

### **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

***Clipboard:*** Clipboard learners will feel comfortable with this lesson because of the organization and structure that I have provided with the checklists and the rubrics.

***Microscope:*** Microscopes will love the discovery learning portion of this lesson, and will enjoy searching for good media resources.

**Puppy:** Puppies will love the checklist with the self-reflection.

**Beach Ball:** Beach Balls will love the options that I give them, and will enjoy being able to make their creative glogster all their own.

**Rationale:** This lesson is appealing and comfortable for all of the different learning styles.

**Standard 6 - Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Formative:** Students will use talking chips to express what rights they feel are most important to them and why, as well as how well they feel they now know their rights.

**Summative:** A Glogster is a virtual poster made online. Students will make a Glogster that uses at least two forms of media to document the rights of individuals. They will be given a specific right to research, and will be required to report the meaning of the right, the importance, what caused it, and how it has evolved over time. This project will be graded on creativity as well as content.

**Rationale:** This lesson has both a formative and a summative assessment that will paint a good picture of where the students are at mastery wise.

**Standard 7 - Planning Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Content Knowledge:** John Adams, George Washington, Alex Hamilton, Federalists, Anti-federalists, Big government, Centralized Government, Federalist Government, Two-party system, Constitution, Bill of Rights.

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment  
Maine Learning Results

Content Area: Social Studies

Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, Governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Grade Level Span: Grade 9-Diploma

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

Performance Indicators: a, b, c.

**Facet:** Interpretation

**Standard 8 - Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**MI Strategies:**

**Verbal:** The students will have to write small excerpts of information on their rights within their Glogsters. While these excerpts will be short, they still need to be info packed!

**Logic:** The students can get as creative as they wish with their Glogster, as long as it continues to convey the importance of their right. Students can use any sort of information, they can take surveys, find statistics, etc., anything that appeals to their modality.

**Visual:** The Glogster will be very stimulating for visually inclined students, they will use many pictures and graphics in their visual posters where they present their rights and how they feel about them.

**Musical:** Glogsters are very different from typical posters. When students make their poster talking about their rights, they can add music that is relevant to that (or those) rights. It is up to them how important or how big of a part their music is.

**Interpersonal:** Students will be given talking chips which they will be able to redeem for a chance to speak in front of the group, with the activity ending once all of the chips have been used. The students will talk about how important each right is to them in the discussion.

**Intrapersonal:** The students will be making a Glogster where they present their rights and how they feel about them. Because they are digging into how important each right is to them, they will be thinking deeply about themselves and what matters most to them as individuals.

**Kinesthetic:** The line activity during the first class will give kinesthetic students an outlet to express their thoughts physically.

**Type II Technology:** This project requires a lot of interaction with technology. Most of the time spent on this lesson will be used to work on the glogsters. Making the glogster requires a lot of type II technology, and immerses the student through the use of media and creative thinking.

**Rationale:** This lesson contains a variety of strategies that appeal to the many different kinds of learners and incorporated lots of Type II technology.

### **NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** *The creation of a glogster encourages great creativity and innovative thinking. Knowing their rights and responsibilities as citizens of the United States is a real-world issue for these students. Students will reflect on their knowledge as well as their products at the end of the lesson.*

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** This lesson includes lots of technology and encourages students to familiarize with the internet's resources for media. This glogster can be done in any form, encouraging those of different learning styles to personalize their product.